

Linking the Past to the Present:

The Legacy of French Canadian Immigrants in New England



Student Page

In this unit you will investigate several collections of primary sources from the Library of Congress' American Memory collections, to learn about French Canadian immigrants and their contributions in New England.

DEFINITION OF PRIMARY SOURCE

In order to better understand what a primary source is, do the **Mindwalk Activity** (handout) and then participate in a class discussion on your findings.

PRIOR KNOWLEDGE

Brainstorming: What do you already know about French Canadian immigrants in New England? What is the source of your prior knowledge? Participate in a class discussion.

SEARCH TECHNIQUES

Your teacher or media specialist will give you hints on note taking and search techniques that will be useful to you as you look through the American Memory collections.

TOPICS

You and a partner will be assigned a topic (topics) to research from American Life Histories or Nineteenth Century Periodicals (see **Topics** handout). You will become "specialists" who must later report your findings to the class. Each group is responsible for filling in a few pieces of the puzzle that will eventually provide an accurate picture of French Canadian immigrants in the late 19th and early 20th centuries. As you take notes on your topic, include bibliographic information for each document or manuscript that you investigate.

(* Students of French should all keep a record of French words and expressions that they encounter in their searches.)

MODEL

Before your search begins, one of the American Life Histories will be studied in class to give you an example of how to pull out information relevant to your topic. Begin note taking here if you discover an item that you have been assigned.

(NOTE: If your topic does not seem to be covered in this model, do not worry. There are many other manuscripts to investigate.)

THE AMERICAN MEMORY COLLECTIONS SEARCH

Work with your partner to examine several manuscripts/documents from the collection that you have been assigned. Use the **Search Guide** (handout) to guide your search.

POSTING

When you have completed your search, discuss with your partner which items are worth sharing with the class. Type your notes, selecting a font and a color that will individualize your posting. Use the **American Memory Notes** (Word file) to word process this. Post your findings on the bulletin board in your classroom.

DISCUSSION

Each group will explain to the class what it discovered about a topic. Everyone will take notes in order to have a complete picture of French Canadian immigrants. (The bulletin board will remain available for all students to review.)

EVALUATION

Your teacher will give you an assignment. Use the notes you have taken on the characteristics of French Canadian immigrants to complete it. Remember, the objectives of the lesson were to understand what kind of people these immigrants were, what values they brought with them, and how their values helped shape the New England region. You must use the information researched and discussed in class in order to do well on the assignment.

REINFORCEMENT: PHOTO ANALYSIS

A One photograph from the collection America from the Great Depression to World War II: Photographs from the FSA and OWI, ca. 1935-1945 will be studied in class (see **Photo Analysis Guide**-handout). Discussion will center around answering the questions provided on **Photograph Analysis Questions** (handout).

B You and your partner will research/select a different photograph; print it; analyze it; and find in it elements characteristic of the French Canadian immigrant experience.